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AUTHOR Montemayor, J. Joaquin; And Others
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ABSTRACT

Glendale (Arizona) Community College (GCC) conducted a survey of students who attended the college in fall 1984 and did not return for the spring 1985 term to determine former students' perceptions of GCC, reasons for not reenrolling, educational goals, transfer and employment experiences, salaries, and characteristics. Study findings, based on responses from 319 former students, included the following: (1) overall, respondents gave the college highest ratings for quality of instruction and library services, and the lowest ratings for course advisement, counseling, and placement services; (2) the top three reasons for not reenrolling were conflicting job hours, personal reasons, and the fact that the students had completed the courses they needed; (3) 48% of the respondents had educational goals associated with job preparation or improvement of existing job skills; (4) about 16% were attending another institution at the time of the survey, and 76% were able to transfer all credit; (5) for the 184 students who reported salary data, the average monthly salary for full-time workers was $1,652; and (6) about 79% of the respondents said they were interested in taking more courses at GCC. The study report includes a list of suggested uses of the data. (LAL)

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RESEARCH REPORT

3

Non Returning Students

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Project Follow-Up Report
No. 5

Non Returning Students

Dr. J. Joaquin Montemayor, Director
Dr. Majel Dominquez, Project Coordinator
Dr. Jim Reed, Project Consultant and Analyst

May 9, 1985

Glendale Community College
Office of Research and Development
6000 West Olive Avenue
Glendale, AZ 85302
(602) 934-2211 (ext. 327)

P3-12

Contents

Introduction.....1

Highlights.....3

Good.....3

Bad.....3

Suggested Uses of Data.....4

Where did Students Rate
G.C.C. the Lowest.....5

Where did Students Rate
G.C.C. the Highest.....5

Reasons for Former
Students not Re-enrolling.....6

By Age Grouping.....6

Male.....6

Females.....6

Educational Goals of
Nonreturning Students.....7

Occupational.....7

Transfer.....7

By Age Grouping.....8

Female - Degree Pursuance.....8

Female- Educational Goals.....8

Male - Degree Pursuance.....8

Male - Educational Goals.....8

Difficulty of Former Students in
Transferring to another College.....9

Currently Attending School.....9

Difficulty in Transferring.....9

Salaries of Former Students.....9

Employed in Area Prior to Enrolling.....9

By Age Grouping.....10

Interest in taking Additional Courses at G.C.C.....11

Comparison of Characteristics of Occupational vs. University Transfer/Academic Students.....12

Opinion of Students on Recommending Courses to Others.....13

Comments of Students About G.C.C.....13

The Roses.....13

The Thorns.....14

And...Other.....15

Employment Make-Up of Students.....16

Analysis of Findings.....18

Demographics and Responses by Category.....19

Sex.....19

Age.....19

Ethnic.....19

Glendale Community College
Nonreturning Student Follow-Up Survey Report
August 1985

The contents of this report concerns an analysis of survey information obtained from follow-up survey respondents who attended Glendale Community College in the Fall of 1984 and did not return for the Spring 1985 term. One should understand that such follow-up survey data is a reliable source of information from students returning the survey form. Also, one should remember that follow-up information reports on what has already happened and usually does not provide answers to the cause or reason for this occurrence. For this reason, several sections of this report seek to highlight some areas within the college which may need to respond to some of the findings of the survey. This document is divided into the below sections:

* Some Highlights - The Good ... and the not so good.

* Suggested Uses of the Data.

* What does our data say about:

  - Where did our students rate us the lowest?
  - Where did our students rate us the highest?
  - What were the reasons for our former students not re-enrolling?
  - What were the educational goals of our former students?
  - Did our former students experience difficulty in transferring to another college?
  - What are the salaries of our nonreturning students?
  - Are our former students interested in taking more courses at our college?
  - How did the characteristics and responses of our occupational students compare with the characteristics and responses of our university transfer/academic majors?
  - Would our students recommend our courses to others?
  - What comments did our students have for us?
    The Roses....the Thorns....and, the others
  - What is the employment make-up of our students?

* So What Now .....

* Some Demographics and Responses by Category

After this type of survey data is analyzed and reviewed, it is standard practice to request that the appropriate institutional staff respond in writing to the issues raised. This request is usually made by the appropriate administrative cabinet member to staff members who are responsible for the particular area or department involved. It should be remembered that such requests can be formulated in a positive manner with the primary goal being to improve or enhance the college's services as a whole. There are several alternatives which should be considered when a particular issue arises after a study is

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performed and the response is received from the appropriate institutional staff. These alternatives are listed below and should be considered by the reader as this report is reviewed.

Decision Mode	Decision Description
A.	Promote (advertise and/or market) the program or service as it stands.
B.	Enhance the program or service with additional expenditures in terms of staff, equipment, or instructional design.
C.	Modify the program or service in terms of staff or instructional design.
D.	Continue the program or service as is.
E.	Continue the program or service as is, but limit the scale of exposure.
F.	Cut back on both expenditures and activity.
G.	Delete the program or service.

SOME HIGHLIGHTS . . .

THE GOOD . . .

* Overall, our instructors were rated high - especially in terms of "quality of instruction."

* Our Library Services were given the highest of all ratings.

* Almost eight out of ten students said they were interested in taking more courses at our college.

AND . . . THE NOT SO GOOD . . .

* When compared with other ratings, our counseling, advisement, and placement services were not held in regard by the students.

* There appeared to be concern about students' ability to adequately transfer coursework to universities. The perception appeared to be that the 2 year/4 year transfer of coursework could be better coordinated and that advisors needed more accurate information about transfer issues.

SUGGESTED USES OF THE DATA

In addition to college evaluative information, follow-up survey results are excellent public relations, marketing and recruitment tools. The production of such data involves much time and effort to be exerted by institutional staff -- and the information produced should be put to work as soon as possible. This outcome information should be used for:

1. Basis for making requests to institution staff to respond in writing to issues raised by the data.

2. Reports to accreditation teams.

3. Fulfillment of state vocational reporting requirements.

4. Verbal presentations to instructional and student services administrators, department chairpeople, directors, and program coordinators.

5. Release of public relations information to the public through the local newspaper(s).

6. Release of public relations information to the student body through the campus newspaper.

7. Types of jobs and salaries received by program graduates to be published in occupational brochures.

8. "Jobs" data, student comments, placement data, and other such information to be used to update courses as the need is demonstrated.

9. Positive student comments to be provided to local newspaper editors for their use. Also, positive student comments should be published prior to college registration periods for student recruitment purposes. Some colleges find that publishing positive student comments on their course schedule booklets helps to promote increased enrollments.

10. Verbal presentation to college President and/or administrative cabinet.

11. Verbal presentation to college governing body.

12. Longitudional student and employer follow-up analyses over a 3 to 5 year period of time.

13. Treatment(s) of special concerns or issues unique to the college's institutional environment.

14. Release of special college brochures advertising the college's services.

WHAT DOES OUR DATA SAY ABOUT...

WHERE DID OUR STUDENTS RATE US THE LOWEST?

On the instructional side, the students rated us lowest in our teacher's use of instructional media. On the student services side, our course advisement, counseling, and placement services were rated the lowest. Overall, our student services offerings were rated lower than our instructional programs.

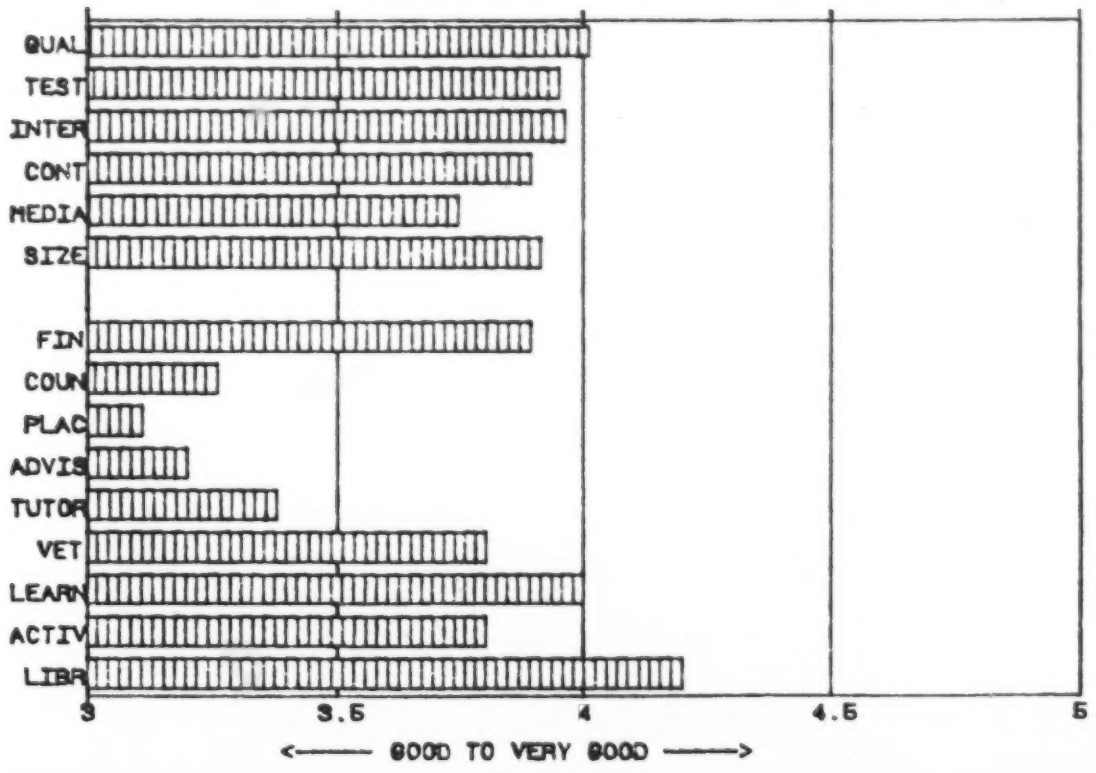
The narrative comments of our former students about their opinions of our college can be found on the student questionnaires.

WHERE DID OUR STUDENTS RATE US THE HIGHEST?

Overall, the respondents gave us the highest ratings in terms of the quality of our instruction and library services. On the instructional side, this high "quality of instruction" rating was followed by high ratings given to "instructor interest" and "grading/testing" procedures. The top three ratings on the student services side were given to library services, learning packages, and financial aids.

The narrative comments of our former students about their opinions of our college can be found on the student questionnaires. The below graph provides a display of the various rating areas by different categories of students. A more complete description of the exact response items can be found on the questionnaire used in this survey.

NRS - INSTRUCTIONAL RATINGS



WHAT WERE THE REASONS FOR OUR FORMER STUDENTS NOT RE-ENROLLING?

Overall, the top three reasons given for former students not re-enrolling were conflicting job hours, personal reasons, and the fact that they completed the courses they needed. Although "conflicting job hours" was the primary reason given by the greater percentage of students responding, 16% indicated reasons related to personal family reasons/illness or injury. 7% reported they were not re-enrolling because of some dissatisfication with the college.

When looking at the reasons for not returning by different age groupings, the following is shown:

Age Grouping	Two Highest Reasons for Not Returning
Ages 16-19	Transferred to another college Financial Reasons
Ages 20-24	Conflicting job hours Other various reasons
Ages 25-29	Conflicting job hours Completed needed Courses
Ages 30-34	Other various reasons Conflicting job hours
Ages 35-44	Other various reasons Completed needed courses
Ages 45-54	Conflicting job hours Other personal/family reasons
Ages 55-64	Completed needed courses Other various reasons

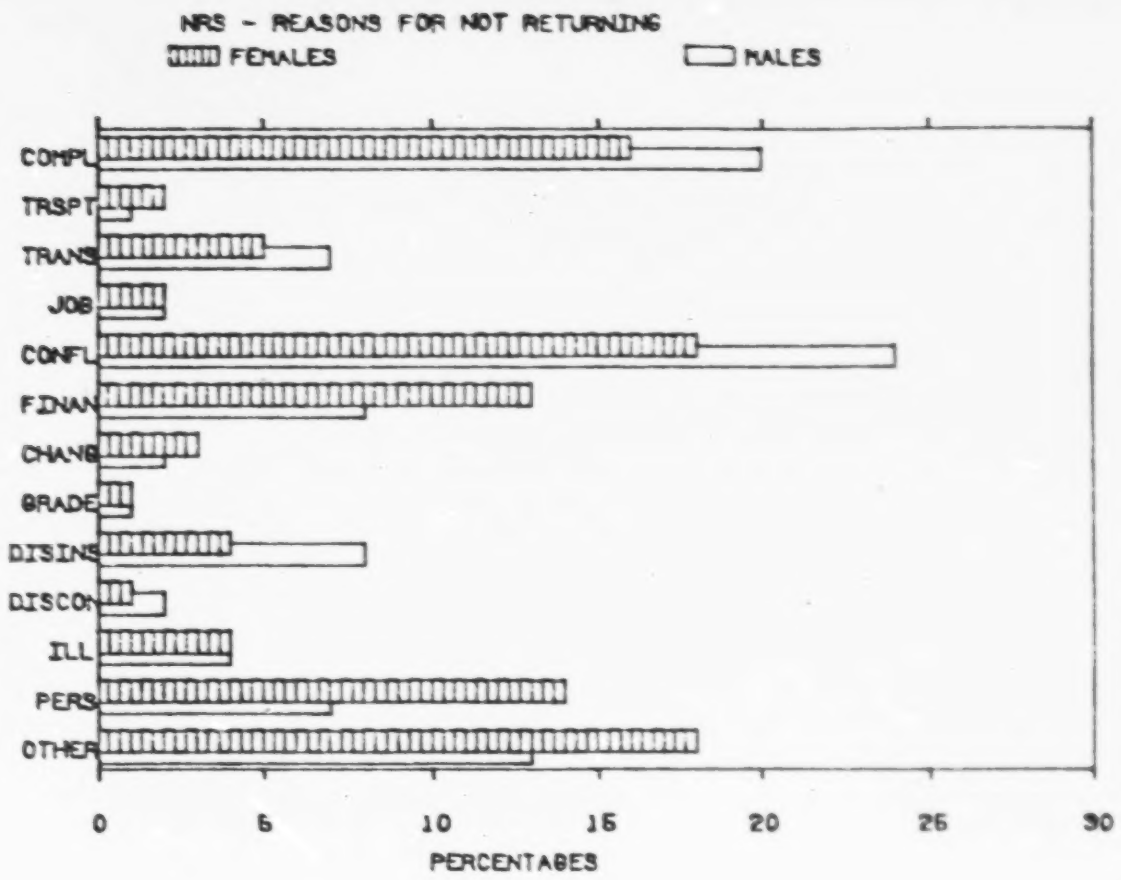
The top five reasons given by male/female category are shown below:

Male	Female
Conflicting job hours	Conflicting job hours
Completed needed courses	Other various reasons
Other various reasons	Completed needed courses
Transferred to another college	Other personal/family reasons
Dissatisfication with instruction	Financial reasons

The "other various reasons" category included such items as:

* Didn't know what to take/couldn't get set course of study/indecision
* Needed a break
* Pregnancy/baby/marriage
* Lost interest/school not a priority now
* Courses that were needed were not offered
* Too busy/time pressures
* Night class burn-out
* Traveling
* Inconvenient class hours

The below graph describe reasons for not returning by male/female groupings:



WHAT WERE THE EDUCATIONAL GOALS OF OUR NONRETURNING STUDENTS?

Approximately 48% of our former students had goals associated with preparation for job to be obtained or improvement of existing job skills. 22% had as their primary objective university transfer credit. About 31% had a personal interest or other such goal in attending our college.

About 57% of our students reported no intention of completing a two year associate degree or certificate program. About 33% of the students reported the two-year associate degree as their goal.

When looking at educational goal data by occupational-academic transfer categories, some obvious differences are seen (as one would expect):

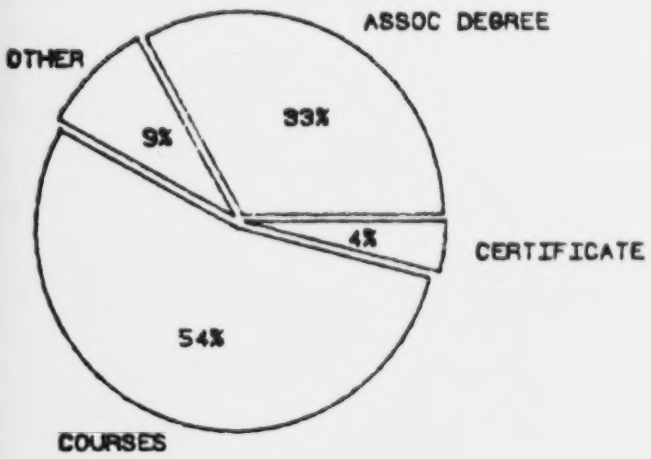
Occupational Top Three	Academic/transfer Top Three
Preparation of job to be obtained	University transfer credit
Improvement of existing job skills	Preparation for job to be obtained
University transfer credit	Improvement of existing job skills

When looking at 'goal' data by different age groupings, the below is seen:

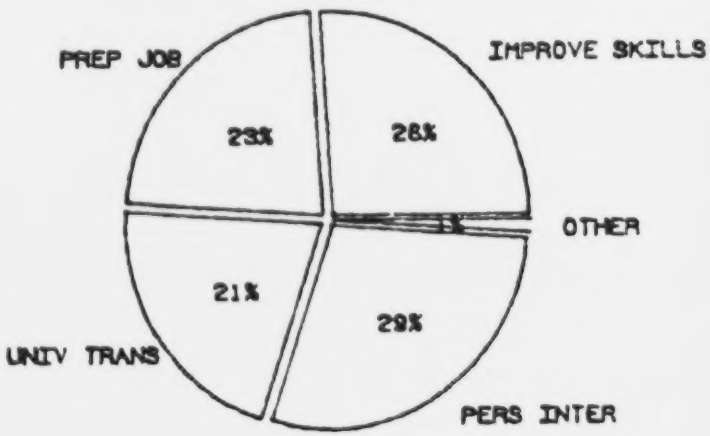
Age Grouping	Top Two Educational Goals
Ages 16-19	University transfer credit Personal interest
Ages 20-24	University transfer credit Preparation for job to be obtained
Ages 25-29	Preparation for job to be obtained Improvement of existing job skills
Ages 30-34	Personal interest Other various
Ages 35-44	Personal interest Improvement of existing job skills
Ages 45-54	Improvement of existing job skills Personal interest

The below graphs display the data by female/male grouping:

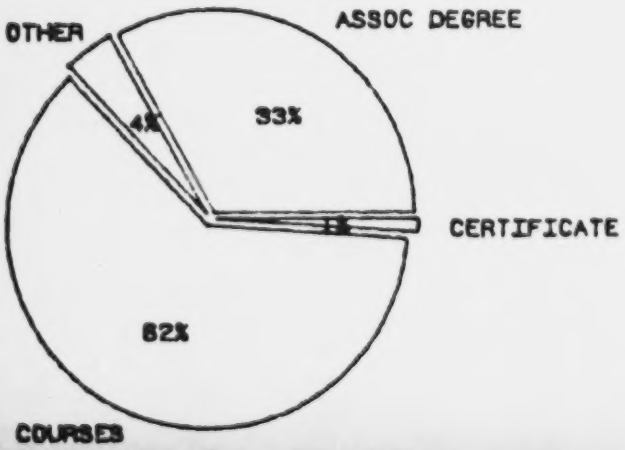
FEMALES - DEGREE PURSUANCE



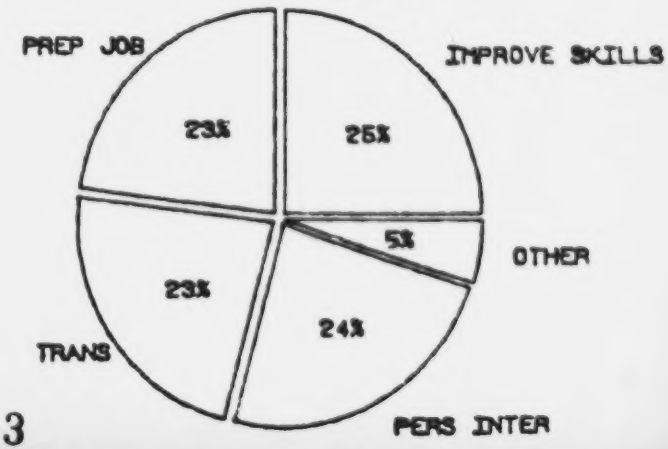
FEMALES - EDUCATIONAL GOALS



MALES - DEGREE PURSUANCE



MALES - EDUCATIONAL GOALS



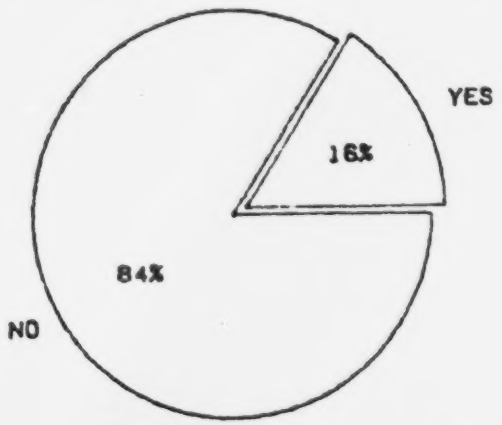
DID OUR FORMER STUDENTS EXPERIENCE DIFFICULTY IN TRANSFERRING TO ANOTHER COLLEGE?

As shown below, about 16% of the former students were found to have been attending school at the time of the survey. About 10% of the students responding to this question reported difficulty in transferring.

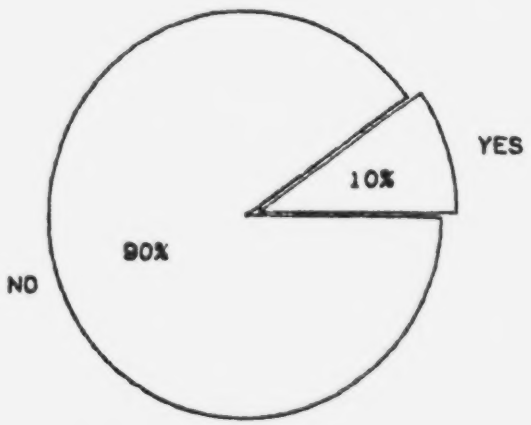
About 76% of all the students were able to transfer all credit hours. 13% lost from 1-6 credit hours; 6% lost from 7-21 credit hours; and 6% reported losing more than 21 credit hours. 57% of the students rated their university preparatory work as very good or good. 7% gave us a rating as poor or very poor.

The colleges to which the former students transferred are listed on the student questionnaires.

CURRENTLY ATTENDING SCHOOL?



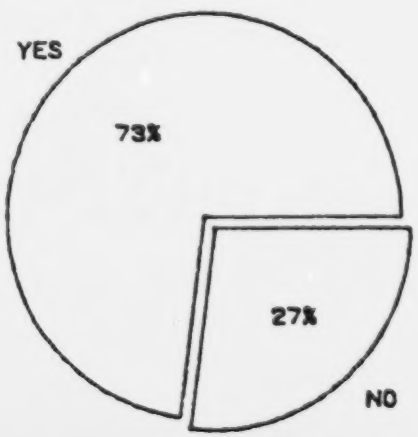
DIFFICULTY IN TRANSFERRING



WHAT ARE THE SALARIES OF OUR FORMER STUDENTS?

When looking at salary data for nonreturning students, it should be noted that the figures are not representative of "beginning" salary figures. A full 73% of the students responding were already employed in their occupational area prior to enrolling in the course(s) at our college (see below):

EMPLOYED IN AREA PRIOR TO ENROLLING



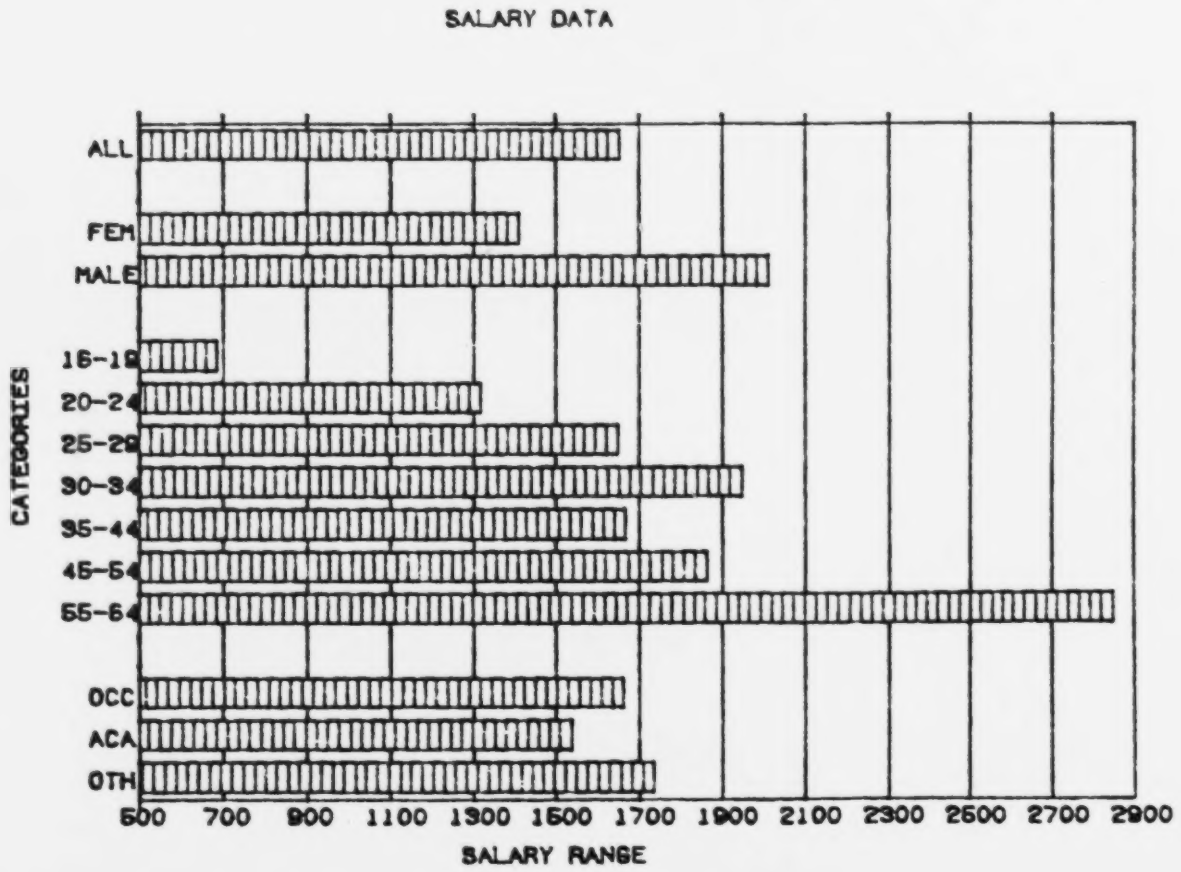
Of the 184 working students responding, the average monthly salary for full time workers was $1652. The average hourly salary was $7.80 while the average annual salary was $23,484. Average monthly salary for females was $1406. Average monthly salary for males was $2017.

An analysis of the various salaries by age groupings show the below:

Age Grouping	Average Monthly Salary Full-Time
Ages 16-19	$ 687
Ages 20-24	1321
Ages 25-29	1649
Ages 30-34	1957
Ages 35-44	1656
Ages 45-54	1838
Ages 55-64	2850

Occupational majors reported a full-time average salary of $1666, while academic majors reported $1539.

The exact jobs and names of employers are listed on the student questionnaires. The below graph displays the salary data by different groupings:

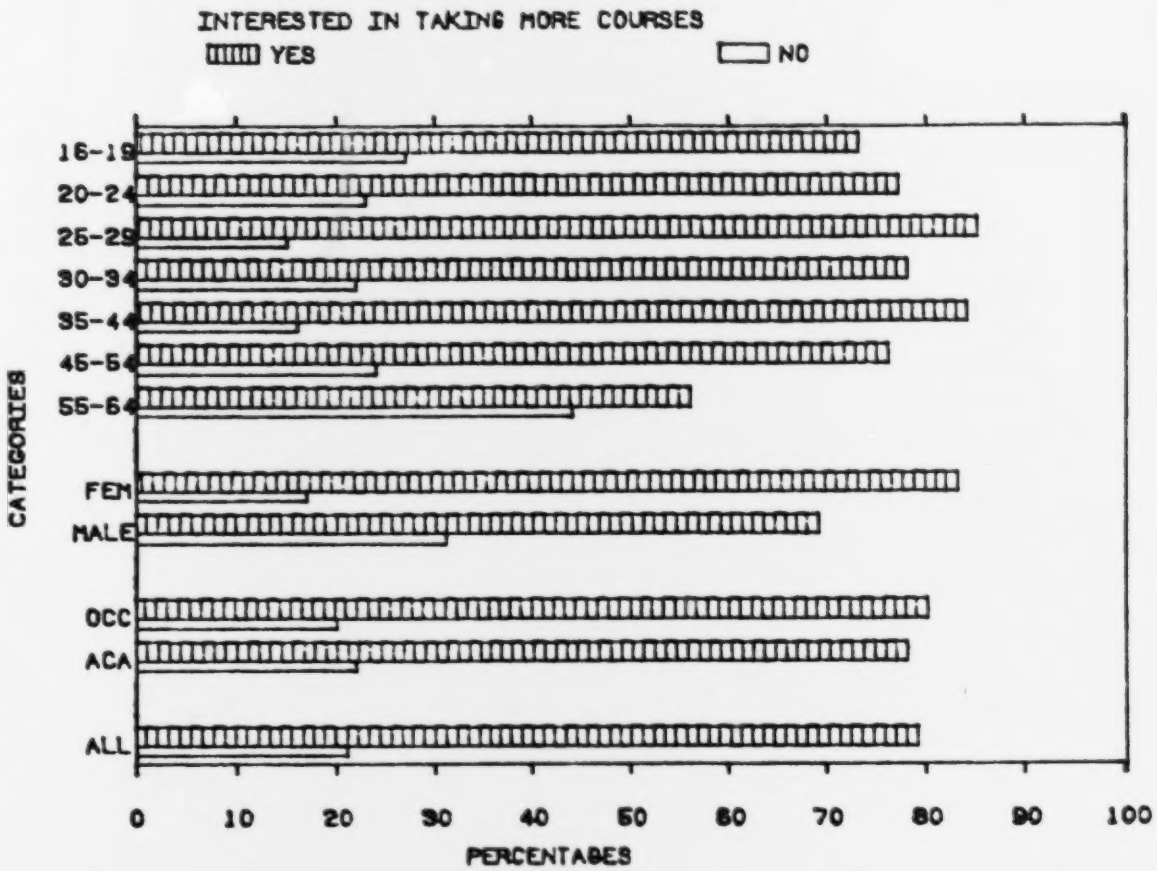


ARE OUR FORMER STUDENTS INTERESTED IN TAKING MORE COURSES AT OUR COLLEGE?

About 79% indicated they were interested in taking more courses at our college. The courses they would like to take are listed in the student questionnaires. Interest percentages by the various age categories are shown below:

Age Group	Yes, Interested in more courses
Ages 16-19	69%
Ages 20-24	75%
Ages 25-29	84%
Ages 30-34	81%
Ages 35-44	85%
Ages 45-54	77%
Ages 55-64	57%

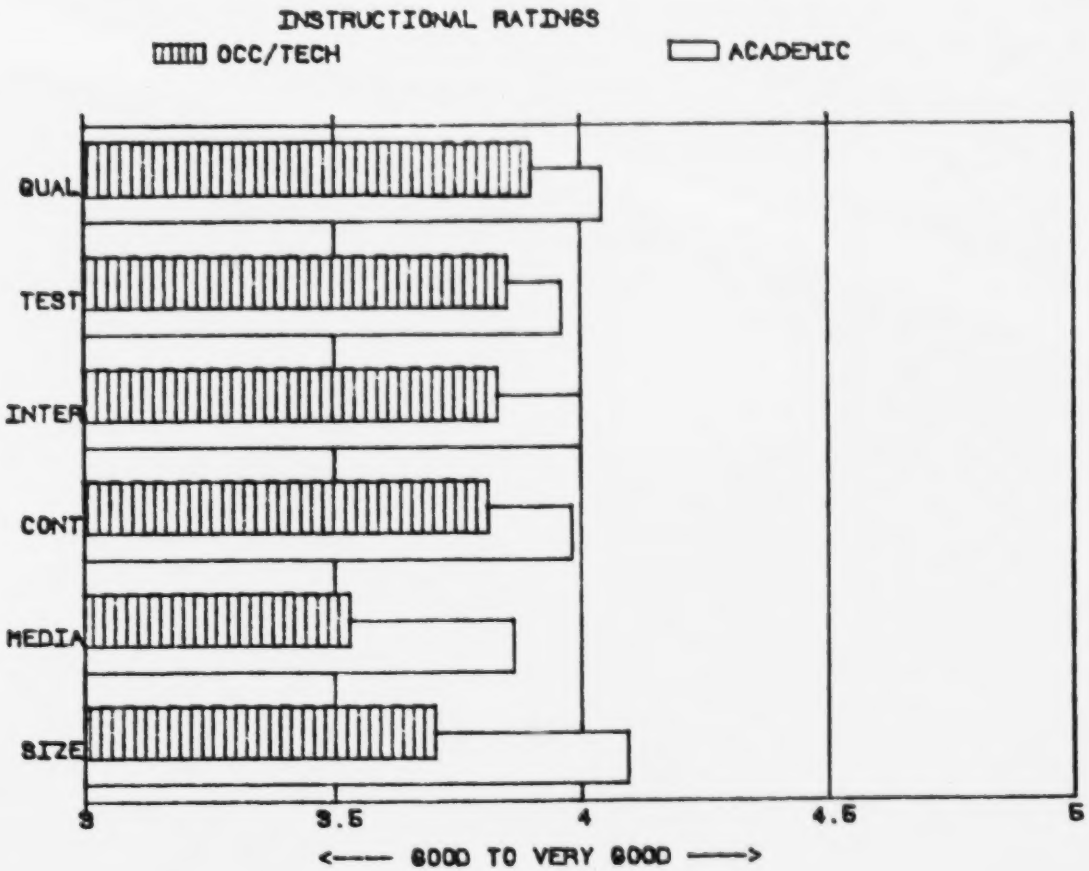
The below graph displays the data by different student category:



HOW DID THE CHARACTERISTICS AND RESPONSES OF OUR OCCUPATIONAL STUDENTS COMPARE WITH THE CHARACTERISTICS AND RESPONSES OF OUR UNIVERSITY TRANSFER/ACADEMIC STUDENTS?

* Ratings given to coursework is shown below:

Occupational Majors		Univ Trans/Academic Majors
3.90	Quality of Instruction	4.04
3.85	Grading/Testing	3.96
3.83	Instructor Interest	4.00
3.81	Content of courses	3.98
3.53	Instructional media	3.86
3.70	Class size	4.09



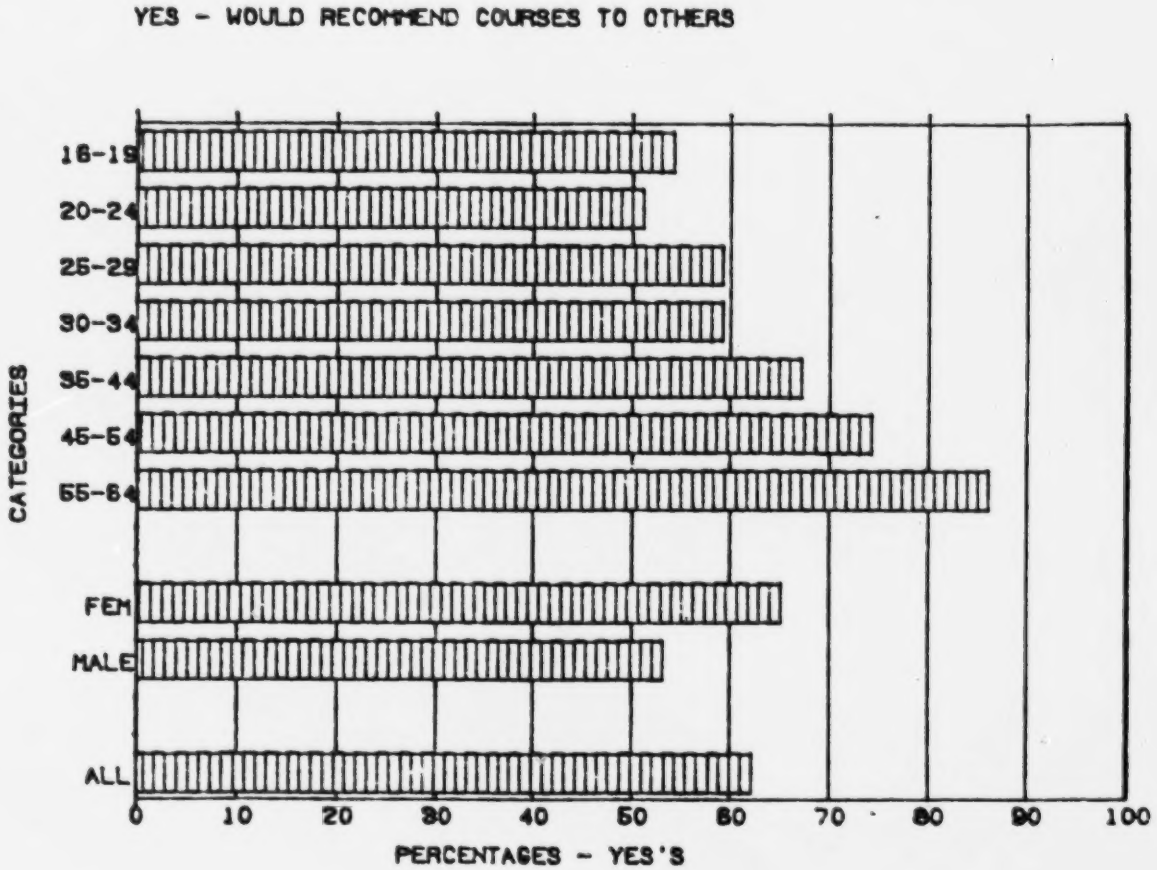
* Full-time monthly salary for occupational majors was $1666; academic majors $1539.

* Percentage of occupational majors currently in school was 18%, academic majors 19%.

* Percentage of occupational majors interested in taking other courses was 79%; academic majors 77%.

WOULD OUR STUDENTS RECOMMEND OUR COURSES TO OTHERS?

About six out of every ten students surveyed said they would. 18% were undecided about whether they would give such recommendation; 21% said they would not. The below graph displays the data by different student category:



WHAT COMMENTS DID OUT STUDENTS HAVE FOR US?

A section on the questionnaire is provided for students to comment on their experience at our college (and about how we might improve our courses and services). The below represents a review of these various comments.

THE ROSES .....

* I attended GCC because of the quality of the video production courses offered. No other college or university had such quality in equipment, instruction, and hands-on experience .....

* I was impressed with the college and the instructor..... I would love to take more courses.....

* GCC was an excellent experience and prepared me very well for ASU

* My time at GCC was very educational and fulfilling. I enjoyed myself and liked the teachers very much.

* Athletic department very good. Excellent trainers.

* I was enrolled at (neighboring college) and didn't care for it. I am extremely pleased with GCC and I will continue my schooling there.

* Loved attending your school and was purely enjoying my courses...but had to withdraw for transportation reasons.....

* Thank you! I am now computer literate.....will enhance my buying of computer later this year - Courses, materials, design were outstanding - and met my high flexible scheduling needs - Would recommend courses to others.

* The instructor was excellent. She was informative, enthusiastic, and stimulating - as well as being an able and entertaining lecturer.....

* Glendale College provides a great service to the community both in preparing students for the university life and in offering continuing education ....The department is excellent .....

* ....my classes have been stimulating and interesting....

* ....it was a very enjoyable experience and one I will always be grateful for. The relaxed classroom atmosphere I hope ..... will always be a part of any course of instruction.....

* I attended GCC for art instruction (which was excellent) after teaching school for 20 years .....

* I am a handicapped student and found parking readily available and every on the campus was supportive and helpful.....

* I have had good experiences at Glendale. I feel you have good qualified teachers who really care.

* I really like the campus .... and the helpfulness of the instructors and other departments (registration, bookstore, etc.).....

* The computer registration employed during Spring 83 and Fall 84 was a vast improvement over the previous methods employed .....

THE THORNS .....

* I have been impressed with the quality of the credit courses. In the non-credit courses, the teaching has not been the high quality of the professors in the regular courses and gives a poor impression of the school to those who have only taking non-credit.

* In taking accounting courses, I would prefer teachers in the accounting profession instead of .....

* GCC is an inconvenient college for working adults to attend.....

* Counselors should be available at lease 3-4 nights a week for working adults.....

* The tutorial service might need to be re-structured to better accommodate students with irregular schedules. Also, a greater number of counselors (or greater accessibility) might be necessary.

* .....I have attended GCC over a period of several years and I have watched it change from an educational facility geared toward a 4-year college transfer to a college which emphasizes technical skills. Overall, I am very dissatisfied with your school.

* Several times in the past two years during registration I have found your student helpers to be very rude.

* The computer lab was a real hassel. The time at the terminals was limited and rushed - too many students at once ..... Also, the classroom itself was too far from the lab - dangerous for women students.

* The academic advising stills needs improvement. The wait for a counselor was too long and their advisement was not as good as that of the instructors.

* While the majority of the teachers I have had were excellent, a few were very bad. Since I have attended mainly at night, a lot of teachers are employed full-time in another area (rather than teaching). I have found these teachers to have a hard time coming down to the student's level to teach .....

* I had difficulty with one instructor. I feel there needs to be more cooperation with students who dispute the grades given .....

* You could have advisors who are more knowledgeable.....

* I feel there should be another way of being able to see counselors for evening students. Lines were long and advisors unavailable - making it difficult for evening students.....

* Improve the standards for instructors - based on how well they communicate....

AND .... THE OTHER ....

* Offer photography courses in the evening....

* Need more open entry, open exit courses ..... Open lab hours are a blessing - with my schedule....

* Make your honors program more public.....

* Coordinate college more closely with 4 year college for transferring units without losing credits ..... Counselor, when you call, can't seem to answer transfer questions ....

* Would like more Saturday classes.....

* Try to integrate classes with local universities - so it is easier to find which classes you need for your major....

* Make available a better choice of classes for evening students .... More evaluation of teachers is needed.....

* I took career exploration .... I thought it was a good course. I don't know how testing and counseling is available in the career center, but I think if there was substantial availability, it would be useful to young adults ....

WHAT IS THE EMPLOYMENT MAKE-UP OF OUR STUDENTS?

The below listing represents a cross-section of the employment make-up of the students responding to this survey:

Enginneering Aide	1400 per mo
Loan Disburser	970 per mo
Research Scientist	70000 per yr
Carpenter	14.41 per hr
Correctional Serv Officer	17000 per yr
House Cleaner	160 per wk
Flight Instructor	15.00 per hr
Receptionist	--
Civil Eng Technician	1500 per mo
Teller	900 per mo
Sales Clerk	400 per wk
Police Sergeant	718 per mo
Precision Inspector	10.59 per hr
Warehouse/CTL Operator	9.89 per hr
Health Unit Secretary	5.50 per hr
Dental Assistant/Secretary	7.21 per hr
Custodian	4.81 per hr
Executive Secretary	1196 per mo
Meat Cutting	12.30 per hr
Teacher	1200 per mo
Senior Safety Rep	40000 per yr
Lawyer	43000 per yr
Geologist	24000 per yr
Shop Manager	36000 per yr
Nurse LPN II	8.04 per hr
Purchasing Agent	5.00 per hr
Medical Technologist	--
Lobbyist	20000 per yr
Dispatch Clerk	850 per mo
Retirement Officer	1818 per mo
Registered Nurse	10.00 per hr
Data Entry Operator	5.34 per hr
Mailhandler	10.95 per hr
Assistant Pantry Chef	4.50 per hr
Bartender	400 per mo
Teacher's Aide	4800 per yr
Mechanic	1600 per mo
Forensic Engineer	32000 per yr
Fine Inspector	20000 per yr
Production Manager	22000 per yr
Painter	23000 per yr
Motor Vehicle Inspector	7.23 per hr
Internal Auditor	29000 per yr
Engineering Clerk	1327 per mo

General Laborer	4.00	per hr
Electronic Technician	9.27	per hr
Music Teacher	6.50	per hr
N.C. Machinist	11.63	per hr
Publicist	18000	per yr
Accountant I	8.91	per hr
Maintenance Electrician	14.42	per hr
Truck Driver	40000	per yr
Building Manager	1818	per mo
Electrical Engineer	42000	per yr
Police Officer	11.80	per hr
Programer Analyst	22921	per yr
Child Care Director	1900	per mo
Retired	--	
Computer System Tech	13.00	per hr
Host	4.00	per hr
Accounts Payable/ Bookkeeper	6.83	per hr
Manager/Cake Decorator	9.00	per hr
Administrative Assistant	23000	per yr
House Mom/Baby Sitter	6240	per yr
Mail Carrier	444.40	per wk
Insurance Clerk	7.00	per hr
Gardener	555	per mo
Welder	6.00	per hr
OB/GYN Nurse Practitioner	25000	per yr
Senior Loan Processor	1833	per mo
Insurance Agent	28000	per yr
Security Officer	4.05	per hr
Director of Student Serv	30000	per yr
Community College Instr	--	
Printer	6.00	per hr

SO WHAT NOW .....

* Our counseling, advising, and placement services received the lowest rating of all our services. Do these services need improvement or is this a perception problem by the students? If these services need improvement, what specific things can we do to make the changes?

* The primary reason given for students not re-enrolling was conflicting job hours. Are there ways the college can construct its course schedule to better facilitate students being able to attend our college and still work?

* There appears to be a perception that the 2 year/4 year transfer of coursework needs to be better coordinated (with more accurate information). Is this an improvement that is needed, and if so, what can we do to set the process in motion?

* There appeared to be a general feeling among the respondents that counselors and advisors should be more available at times convenient to the evening student. Is this feasible for our college to do, and if so, how best can it be done?

Some Demographics and
Number of Responses by Category
(Percentages may not add to 100% due to rounding)
Total Responses 319

Sex Categories

Pct		Total
27%	Male	86
65%	Female	208
8%	Uncoded	25

Age Categories

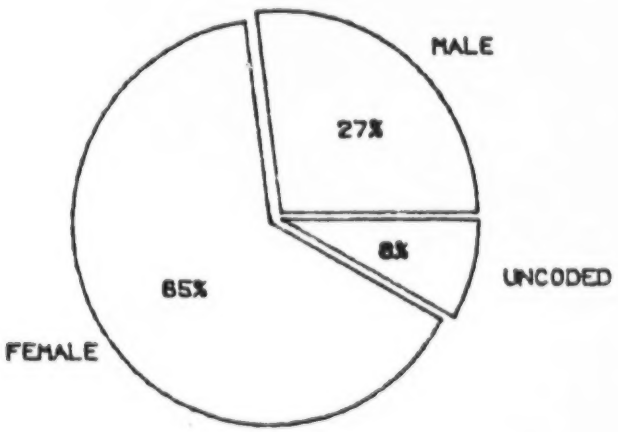
Pct		Total
6%	16-19	18
19%	20-24	60
20%	25-29	65
12%	30-34	39
23%	35-44	72
11%	45-54	35
3%	55-64	10
2%	65 and over	7
4%	Uncoded	13

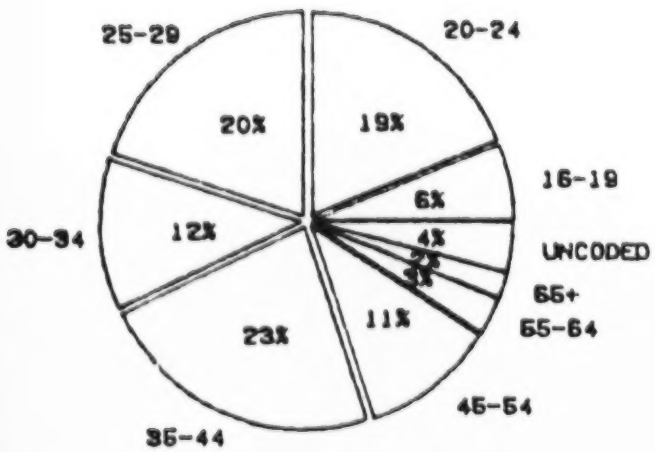
Ethnic Categories

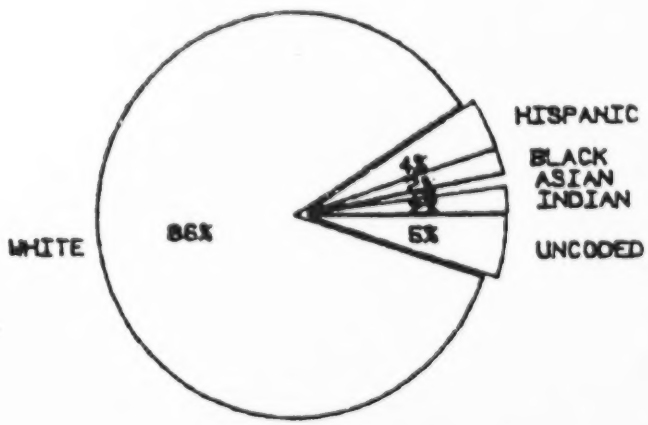
Pct		Total
2%	American Indian or Alaskan Native	6
1%	Asian or Pacific Islander	4
2%	Black, not of Hispanic Origin	6
4%	Hispanic	11
86%	White, not of Hispanic Origin	275
.3%	Nonresident Alien	1
5%	Uncoded	16

Some Notes:

* Average age of former students was 34.
* Average age of females was 33; average for males was 34.







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